

Calendar	Topic	Assessment	Sequencing and Coherence <i>concepts - themes - skills</i>	Literacy <i>reading - vocabulary - oracy - writing</i>
<b>Theory</b>	<p>Pupils will study a full, classroom theory based unit of work on the following GCSE PE topic – <i>Health and Fitness and Healthy active lifestyles</i></p> <p>Within this, pupils will follow 8 lessons on;</p> <ol style="list-style-type: none"> <li>1. Health and Fitness</li> <li>2. Mental, physical and social benefits of exercise</li> <li>3. Sedentary Lifestyle and the effects on health</li> <li>4. Obesity and The effects on health and performance</li> <li>5. Somatotypes</li> <li>6. Energy Requirements</li> <li>7. Nutrients</li> <li>8. Water and Hydration</li> <li>9. Carers in sport</li> </ol> <p>The final lesson will be a written assessment</p>	<p><b>Theory exam paper</b></p> <p>Pupils will be assessed in this unit via an end of unit exam paper. The exam paper has been constructed using exam pro, which are all past paper exam questions, combining multiple choice and short answer questions.</p> <p>Throughout the unit, pupils will have gained experience in constructing written responses via starters, plenaries, mini plenaries and home learning exam questioning.</p>	<p><u><b>Declarative</b></u></p> <p>Pupils will learn the mental, physical, and social benefits of exercise, plus the consequences that diet, nutrition, and lifestyle can have on the quality of health and fitness. Pupils will also learn about somatotypes, and who these can influence sporting suitability and performance.</p> <p><u><b>Procedural</b></u></p> <p>This unit of work is delivered before the year 9 options evening and the options process so that pupils opting to take GCSE PE are making an informed choice and have knowledge and understanding of some of the topics that would be taught at KS3. This also allows pupils to make an informed choice based on their interest for the theory aspect and the level of challenge it requires. The theory SOW has been adapted this year to decrease the level of challenge in order to encourage a higher uptake.</p>	<p>Pupils are challenged to read articles and present findings. Pupils are taught how to write in continuous pros to form developed responses to higher mark questions. Pupils are taught new terminology taken from the GCSE PE specification and are challenged to link their understanding verbally and in writing to sport specific scenarios.</p> <p>Reading tasks are embedded into the theory lessons via DO NOW TASKS.</p> <p>Revision maps are given for the purpose of exam preparation and consolidation of knowledge.</p>

<p><b>Competitive Games – Football, netball and badminton</b></p>	<p>In year 9, pupils revisit invasion games that were studied in year 7 and 8, including netball and football, and will also receive 4-5 lessons on Badminton. Badminton is one of the core practical units taught for GCSE PE, so pupils will learn the fundamental skills to compete.</p> <p>As opposed to specific sport focused skills, pupils will explore and develop the general concept of invasions games, including attacking and defending skills, and playing competitively to outwit opponents. This will consist of, competitive game play, zone defence, Footwork, movement, passing, receiving, defending, positions, shooting, officiating, scoring and gameplay</p> <p>For badmintons, pupils will cover the following.</p>	<p>Pupils will take part in two assessments</p> <p>Assessment 1 – Invasion games via end ball and football. Pupils will be assessed on their ability to outwit opponent via effective attacking and defending, and the principles of invading space and applying tactical awareness to break down play.</p> <p>Assessment 2 – Badminton assessment – pupils will take part in a half court tournament and will be assessed on their ability to select and apply the relevant shots in increasingly demanding and competitive situations</p> <p>Pupils are assessed in a mark/25 and</p>	<p><b>Declarative</b> – Pupils will learn the rules of the game, the positions in a team, structure and scoring of a game and the names and techniques of the different skills and shots</p> <p><b>Procedural</b> – Pupils will learn how to apply the skills and rules into a full competitive situation, abiding by the laws of the game, rules and regulations.</p> <p>Netball is delivered in year 7, and football in Year 8 so that pupils can make practical progress and advance their skill and tactical awareness.</p> <p>Opportunity will also be given to diverse the skills they have gained throughout year 7 and 8 to transfer to sports such as basketball and rugby.</p>	<p><b>Reading</b></p> <p>Teams reading task on the rules of badminton</p> <p>Pupils are given the assessment criteria to read though out the unit of work.</p> <p><b>Oracy</b></p> <p>Pupils will discuss their findings from the research and be able to feedback and discuss the teaching points of the different way to pass the ball, the different playing positions and the importance of where each person is allowed to go within the court. Key words for each sport is discussed and assess pupils understanding throughout.</p> <p><b>Literacy and Home learning</b></p> <p>Pupils are each issued with a 'Assessment and feedback' log booklet. This booklet includes their topic overviews, assessment criteria and written reflection log. Pupils will be guided to reflect on the feedback and progress they have made following each practical assessment, including</p> <p>Head (Knowledge they have cognitively learnt)</p> <p>Hands (Practical skills they have acquired and developed)</p>
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	<ol style="list-style-type: none"> <li>1. Basic skills – racket grip, arm control, ready position, split step and rallying.</li> <li>2. Serving – Forehand drive and back hand flick</li> <li>3. Over head shots – Clear and Smash</li> <li>4. Forehand and back hand - including net shots and drop shots</li> </ol> <p>Competitive game play – half court, full court and doubles</p>	<p>will be awarded as follows;</p> <p>0-5 Grass roots 6 – 10 Beginner 11 – 15 Development 16 – 20 Performance 21 – 25 Elite</p>		Heart (Personal development including the benefits of exercise and social and communication skills)
<b>Volleyball</b>	<p>Pupils will revisit the core volleyball skills that they have learnt and developed in year 7 and 8 in order to play a competitive game a volleyball. They will practice, perfect and develop their ability to perform the following skills;</p> <p>Ready position, feeding, movement, digs, volleys, serving, jump serving, setting, hitting, defensive dig, reverse volley and gameplay. They will also learn how to play full court games, score and officiate.</p>	<p>Pupils will take part in two assessment lessons at the end of the netball unit of work.</p> <p>Assessment 1 – basic skills performed in pairs and small group with some level of challenge</p> <p>Assessment 2 – Competition based on small sided and adapted games (full</p>	<p><b><u>Declarative</u></b></p> <p>Pupils will learn the names of the different skills, the teaching points of the different skills, the scoring system and the rules of the game</p> <p><b><u>Procedural</u></b></p> <p>Pupils will learn how to effectively apply different passes and competitive shots, and use the rules in a game situation and how to effectively apply the skills tactically to outwit opponents and force team errors for the opponent's.</p>	<p><b>Reading</b></p> <p>Pupils to read the home learning reading article about volleyball and answer the short Quiz on Teams related to the article.</p> <p>Pupils are given the assessment criteria to read though out the unit of work.</p> <p><b>Oracy</b></p> <p>Pupils will discuss their findings from the research and be able to feedback and discuss the teaching points of the different way to hit the ball and techniques used to be able to win a</p>

		<p>sided games where appropriate).</p> <p>Pupils are assessed in a mark/25 and will be awarded as follows;</p> <p>0-5 Grass roots 6 – 10 Beginner 11 – 15 Development 16 – 20 Performance 21 – 25 Elite</p>	<p>Volleyball would have been delivered to pupils in both year 7 and year 8. In year 9 pupils will learn more strategic and tactical team game play, and will be introduced to more advanced skills for the GCSE PE specification criteria. Fairfield has strong club links with Tameside volleyball club and the majority if the pupils who opt to take GCSE PE will use volleyball as one of their team sport assessments.</p>	<p>game alongside the different rules of the game.</p> <p>Key words for Volleyball discussed and assess pupils understanding throughout.</p> <p><b>Literacy</b> Pupils Research the different techniques to hit the ball and the different rules to the game.</p> <p>Pupils complete a written reflection on their progress and attainment.</p> <p>Key words written throughout the unit of work and discussed with pupils.</p>
<b>Trampolining</b>	<p>Pupils will focus on refining skills to create an aesthetic performance performed at high with increasingly challenging skills including twists, rotations and combining landings with twists and rotations.</p>	<p>Pupils will take part in two assessment lessons at the end of the netball unit of work.</p> <p>Skills assessment – Pupils are assessed on their ability to perform skills in isolation</p> <p>Routine assessment – Pupils are assessed on the level of challenge they can put into a</p>	<p><b><u>Declarative</u></b> Pupils will be taught the key safety facts of trampolining, the names of all of the different skills and will learn how a performance is built and performed.</p> <p><b><u>Procedural</u></b> Pupils will learn how to safely set up a trampoline, how to perform safely on the trampoline and how to perform all of the trampolining skills. Pupils will be taught how to link shapes and skills together to create an aesthetically pleasing performance.</p>	<p><b>Reading</b></p> <p>Pupils to read the home learning reading article – Trampolining fact file and answer the short Quiz on Teams related to the article.</p> <p>Pupils are given the assessment criteria to read throughout the unit of work.</p> <p>Pupils are given a reading on the safety aspects and competition format for trampolining</p> <p>Pupils are given a booklet on the different moves and routines within Trampolining</p>

		<p>routine, the quality and aesthetics of performance and the height in which they can perform at.</p> <p>Pupils are assessed in a mark/25 and will be awarded as follows;</p> <p>0-5 Grass roots 6 – 10 Beginner 11 – 15 Development 16 – 20 Performance 21 – 25 Elite</p>	<p>Due to the nature of the PE timetable, each class will study different activities at different points throughout the year owing to limitations of facilities available when multiple classes are timetabled into PE.</p> <p>Depending on the class teacher, most pupils will have received a unit of work in trampolining in KS3. Trampolining is used as an assessed activity for many of the GCSE PE pupils owing to the quick progression of advanced skills learnt, and easier access to high grades in comparison to other team sports. In year 9, pupils will learn practice performing advance skills at height to lengthen their routine for a competitive situation, and will aim to include twisting rotations and advanced landings.</p>	<p><b>Oracy</b> Pupils will help to support each other with the reading of Trampoline routines and helping reading the progressions of the different moves.</p> <p>Key words for Trampolining are discussed and assesses pupils understanding throughout.</p> <p><b>Literacy</b> Pupils Research the variety of moves within Trampolining and try to devise their own routine showing different complexity that they are able to achieve.</p> <p>Pupils complete a written reflection on their progress and attainment.</p> <p>Key words written throughout the unit of work and discussed with pupils.</p>
<b>Dance</b>	<p>Pupils will learn professional repertoire and be able to replicate this using technical and expressive skills.</p> <p>Pupils will be introduced to choreographic devices. Pupils will then be guided</p>	<p>Pupils will take part in two assessments at the end of their dance unit, these will be based on Performance and Choreography.</p> <p>Assessment 1</p>	<p><b><u>Declarative</u></b> Pupils will learn how to replicate professional repertoire. Pupils will learn how choreographic devices can be used effectively.</p> <p><b><u>Procedural</u></b> Pupils will learn technical and expressive skills when replicating</p>	<p><b>Reading</b> Pupils to read the home learning reading the anthology overview of Emancipation of Expressionism and answer the short Quiz on Teams related to the article.</p> <p>Pupils are given the assessment criteria to read throughout the unit of work.</p>

	<p>through a choreographic process using a stimulus.</p> <ul style="list-style-type: none"> <li>Pupils will use their performance skills and choreographic skills to devise a full dance piece from a given stimulus</li> </ul>	<p>This assessment will be performance based and will look at the pupil's ability to replicate movement from a professional dance work, students will be expected to showcase their technical and expressive skills.</p> <p>Assessment 2 This assessment will be an assessment of the pupil's creativity and imagination when choreographing to a stimulus</p> <p>Pupils are assessed in a mark/25 and will be awarded as follows;</p> <p>0-5 Grass roots 6 – 10 Beginner 11 – 15 Development 16 – 20 Performance 21 – 25 Elite</p>	<p>dance phrases. Pupils will learn how to apply choreographic devices effectively using a stimulus to make a dance piece more aesthetically pleasing. Pupils will develop performance and choreographic skills as well as independence/leaderships skills.</p> <p>Due to the nature of the PE timetable, each class will study different activities at different points throughout the year owing to limitations of facilities available when multiple classes are timetabled into PE. Dance is offered in year 9 to ensure that pupils have the opportunity to demonstrate performance and choreographic skills as well as analysing professional dance works. GCSE dance is also offered as an option here at Fairfield so we aim to create a flight path for practical and academic ability and understanding.</p>	<p><b>Oracy</b> Pupils will discuss and negotiate the creative decisions within their group. Pupils will share constructive feedback/opinions on specific areas of performance and choreography. Key words for Dance will be discussed and assessed throughout.</p> <p><b><u>Literacy and Home learning</u></b></p> <p>Pupils are each issued with a 'Assessment and feedback' log booklet. This booklet includes their topic overviews, assessment criteria and written reflection log. Pupils will be guided to reflect on the feedback and progress they have made following each practical assessment, including</p> <p>Head (Knowledge they have cognitively learnt)</p> <p>Hands (Practical skills they have acquired and developed)</p> <p>Heart (Personal development including the benefits of exercise and social and communication skills)</p>
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<b>Athletics</b>	<p>Pupils will have one lesson on each of the following activities;</p> <ol style="list-style-type: none"> <li>1. Sprinting – Developing Technique, sprint starts and reaction time</li> <li>2. Sprinting – 100m and 200m recording</li> <li>3. Middle Distance – 800m</li> <li>4. Jumping – Long Jump and Tripple Jump</li> <li>5. Throwing – Discuss</li> <li>6. Throwing – Javelin</li> <li>7. Throwing – Shot put</li> </ol> <p>In each of the lessons, pupils will be taught safety principles, correct technique, how to improve performance, practice and performing at maximum to collect data, results and scores.</p>	<p>Pupils will be assessed on their practical ability to perform all of the events using the correct technique</p> <p>Questioning will be used to check pupils understanding of safety principles</p> <p>Data collection will be used to collate pupil scores</p> <p>Quantitative data of scores will be used to measure pupil progress against national norms and standards</p> <p>Teacher AFL on pupils performing at maximum</p>	<p><b>Declarative</b> – Pupils will learn the correct technique for all events, safety procedures and gain knowledge on how to accurately collect data through measuring events consistently.</p> <p><b>Procedural</b> –Pupils will learn ways to enhance their technique, power, speed, and endurance to perform at their maximal.</p> <p>Athletics is a summer activity taught in the summer terms, as many activities would be unsafe to carry out in wet, muddy and slippery conditions. One sprint, one throw, one distance and one jumping event must be completed prior to the Tameside Athletics, so that pupils can be recognised for achievements and selected for trials for competitions.</p>	<ul style="list-style-type: none"> <li>• Pupils will read guided discovery teaching cards to help coach peers</li> <li>• Pupils to read stop watches and tape measures to assist with scoring</li> </ul> <p>Pupils to read records and interpret data to compare their scores against national averages and norms.</p>
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